SELF-ESTEEM AMONG ADOLESCENT STUDENTS

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ABSTRACT

The researchers wanted to find out the self-esteem of adolescent students. Their Objectives were: O_1: To know the Self-Esteem of adolescent students on the basis of sex. O_2: To know the Self-Esteem of adolescent students on the basis of grade. O_3: To study the Self-Esteem of adolescent students on the basis of stream. O_4: To compare the Self-Esteem of adolescence students on the basis of parents' educational qualification. They had adopted the descriptive research method in the present study. All the students of adolescent period of Secondary and Higher secondary school are population of the present study. Total 221 samples had been selected through purposive sampling technique. They used the Measuring Self-Esteem Scale to collect data from the sample. The scale was developed by Heatherton and Polivy. Mean, SD and t-test were used in the present study to analysis the data. The null hypotheses formulated for the present study, were: H_01: There is no significant difference between boy & girl adolescent students' Self-Esteem. H_02: There is no significant difference between 10th & 12th grade students' Self-Esteem. H_03: There is no significant difference between arts & science stream twelfth grade students' Self-Esteem. H_04: There is no significant difference between the students' Self-Esteem from primary & secondary level educated parents. The null hypotheses H_01 and H_02 were accepted but the null hypotheses H_03 and H_04 were rejected. The study revealed that there was no difference in self-esteem on the basis sex, grade but there was difference in self-esteem on the basis of stream and parental educational qualification.

KEY WORDS: Self-Esteem, Adolescence, Secondary Grade, Higher Secondary Grade, Students.

1. INTRODUCTION:

Self-Esteem is the consciousness of one's self. It is the conception of that we possess of ourselves. It refers to self-worth, self-respect and attitude, belief about the self. It denotes the evaluation of one's self whether one is capable of doing something or not. The renowned sociologist, Rosenberg defined "self-esteem as a feeling of Self-worth". Smith and Mackie (2007) said in this respect,"The Self-concept is what we think about the self; self-esteem is the positive or negative evaluation of the self, as in how we feel about it". Self-esteem plays an important role in psychological well-being of a person, especially,in his adolescent period which is a period of storm and stress. Various psychological and sociological problems come out if there is not proper balance of Self-esteem in a person's character. Low level of Self-esteem affects individual's thinking process, leading him to his poor confidence in any kind of endeavour he undertakes. On the other hand, high self-esteem leads an individual to be over confident in his activities. Only a proper balance of Self-esteem in an individual brings about psychological and sociological well-being, thereby making him a man to face the challenges of life successfully.

Eremic & Chickweru (2015) carried out a study to investigate self-esteem among private and public secondary school students in Rivers state, Nigeria. The findings indicate that private school students both male and female demonstrated high self-esteem and public school students demonstrate low self-esteem.

Zhi (2014) conducted a study on the students' self-esteem across three undergraduate subjects. The researcher investigated whether it has any effect on examination scores. The study revealed that both high examination scoring and low examination scoring students did not have a strong majority of high self-esteem students and the group of students with high self-esteem across three subjects did not produce high examination scores.

Farid & Akbar (2013) investigated self-esteem in Mianwahi district, Pakistan. The findings indicated that there is significant difference in self-esteem on the basis of gender. The male students showed higher self-esteem than female students and the students living in urban area have higher level of self-esteem than those of students living in rural areas.

Serina & et. al. (2008) conducted a study to determine the mean self-esteem score and to demonstrate the association between self-esteem and age, sex, race, religion, number of siblings, ranking among siblings, family function, parental marital status and smoking among adolescents aged 12 to 20 years old. They found that there is a statistically significant relationship between self-esteem scores and sex, age, race, religion, number of siblings,ranking among siblings, family functions and there is not statistically significant difference between mean self-esteem score and parental marital status and with ranking among siblings.

Zyoidi (2007) executed to show whether there were differences in self-esteem among adolescents with low vision due to gender. The study found out that there were some differences in the adolescence self-esteem and self behaviour due to gender.

2. OBJECTIVES:

O_1: To know the Self-Esteem of adolescence students on the basis of sex.

O_2: To know the Self-Esteem of adolescence students on the basis of grade.

O_3: To study the Self-Esteem of adolescence students on the basis of stream.

O_4: To compare the Self-Esteem of adolescence students on the basis of parents' educational qualification

3. HYPOTHESES:

H_01: There is no significant difference between boy & girl adolescence students' Self-Esteem.

H_02: There is no significant difference between 10th & 12th grade students' Self-Esteem.

H_03: There is no significant difference between arts & science stream twelfth grade students' Self-Esteem.

H_04: There is no significant difference between the students' Self-Esteem from primary & secondary level educated parents.

4. RESEARCH METHODOLOGY:

4.1. Research method:
The researchers adopted descriptive type survey research method.

4.2. Population:
All the students of Secondary and Higher Secondary grade of Secondary and Higher Secondary schools of Purba Burdwan, West Bengal, India are treated as population of the present study.

4.3. Sample and sampling technique:
The researchers selected 221 samples for the study through purposive sampling technique from the blocks of Purba Bardhaman.

4.4. Tool used:
The researcher used the "Self-Esteem Measurement Scale" developed and standardised tool by T.F. Heatherton & J.Polivy (1991) The tool consisted of 20 Items where the highest score is 100 and lowest score is 20.

4.5. Techniques used for data analysis:
The researcher used the following statistical techniques: Mean, SD and t-test.

5. RESULT AND DISCUSSION:

H_01: There is no significant difference between boy & girl adolescent students' Self-Esteem.

Gender	Number	Mean	SD	Df	t- calculated value	t-critical value at 0.05 level	P value
Boy Student	124	70.096	9.231	219	0.126	1.970	0.899
Girl Student	97	69.938	9.222				

The null hypothesis is accepted at 0.05 level of significance. The t- calculated value is lower than t-critical value. There is not revealed significant difference in adolescent students' self-esteem on the basis of sex.

$H_0 2$: There is no significant difference between 10th & 12th grade students' Self-Esteem.

Grade	Number	Mean	SD	Df	t- calculated value	t-critical value at 0.05 level	P value
10th	85	70.482	9.634	219	0.580	1.970	0.562
12th	136	69.742	8.954				

The null hypothesis is accepted at 0.05 level of significance. The t- calculated value is lower than t-critical value. There is not revealed significant difference in adolescent students' self-esteem on the basis of grade.

$H_0 3$: There is no significant difference between arts & science stream twelfth grade students' Self-Esteem.

Stream	Number	Mean	SD	df	t- calculated value	t-critical value at 0.05 level	P value
Arts Student	106	68.433	7.869	134	3.320	1.977	0.001
Science Student	30	74.366	10.984				

The null hypothesis is rejected at 0.01 level of significance. The t- calculated value is higher than t-critical value. There revealed that there is a significant difference in adolescent students' self-esteem on the basis of stream.

$H_0 4$: There is no significant difference between the students' Self-Esteem from primary & secondary level educated parents.

Educational Qualification	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
Below Secondary	116	67.275	7.853	219	4.908	1.970	1.8E
Secondary and Above	105	73.066	9.661				

The null hypothesis is rejected at 0.01 level of significance. There revealed that there is a significant difference in adolescent students' self-esteem on the basis of parental educational qualification.

6. CONCLUSION:

The study contradicts the research done by Farid and Akbar (2013) as there is difference in self esteem on the basis of sex. The study also contradicts the study carried out by Serena et. al. (2008) where they stated that there is a statistically significant relationship between self esteem score and sex, age, race, religion etc. The study agrees the study done by Singh and Gunjan (2012) where they stated that there is a positive and significant relationship between self esteem of students and family environment, the variable considered in our study by means of parental educational qualification. Based on the findings it can be concluded that parents should take effective steps to create holistic home atmosphere to enhance their self esteem as parental educational qualification influence the self esteem of students. Parents having higher educational qualification can create an environment at home where their children get academic support and other assistance that brings up there psychological and sociological well-being.

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